

**Something to consider
before we begin...**

**What does an
inclusive school
look like to you?**



Exploring inclusion of migrant learners in primary schools in England and South Africa through creative visual methods

Some initial thoughts

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Today's themes

Research problem



Doing the research

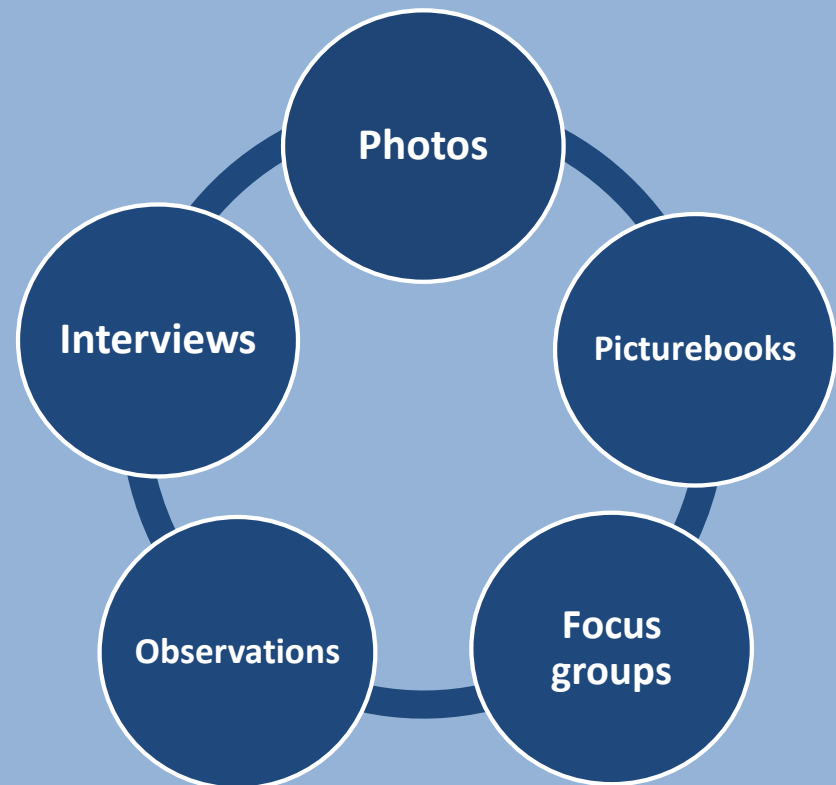


Pupil views on inclusion



How is inclusion of migrant pupils understood in primary schools in England and South Africa?

- ❖ Learners
- ❖ Teaching staff
- ❖ National and school policies



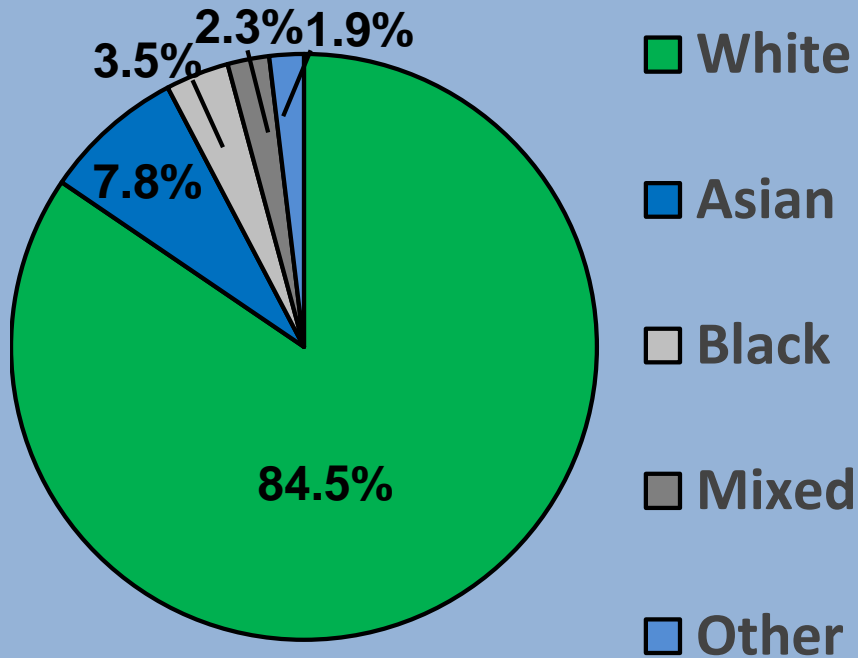


Research problem

The research problem

- **Migration in England and South Africa**
- **Diversity of pupils within non-segregated schools**
- **Role of education in social cohesion, national identity and belonging?**
- **‘Inclusion’ or ‘integration’ as an educational policy aim**
- **But pupils’ perspectives not always or easily accessed or incorporated**

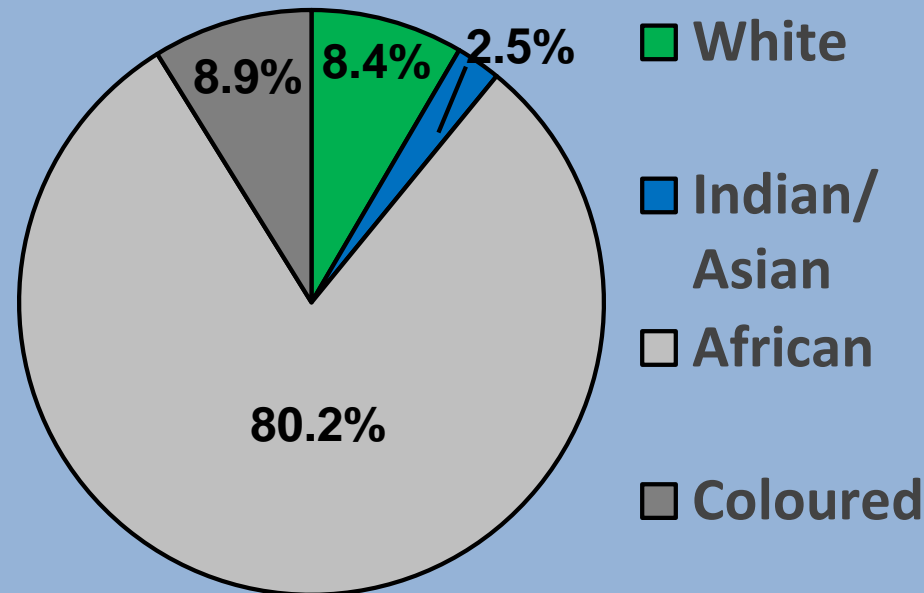
England



Population: 53 million

7.3 million not born in England

South Africa



Population: 54 million

2.2 million not born in SA

Challenges faced by new migrant children in England and South Africa

- Documentation
- School registration
- Language difficulties
- Xenophobia / bullying
- Families separated
- Religious and cultural differences
- Making new friends
- Being new!

Inclusion = participation



**Black-Hawkins, Florian and Rouse,
2007; Rouse, 2009**

Inclusion = participation



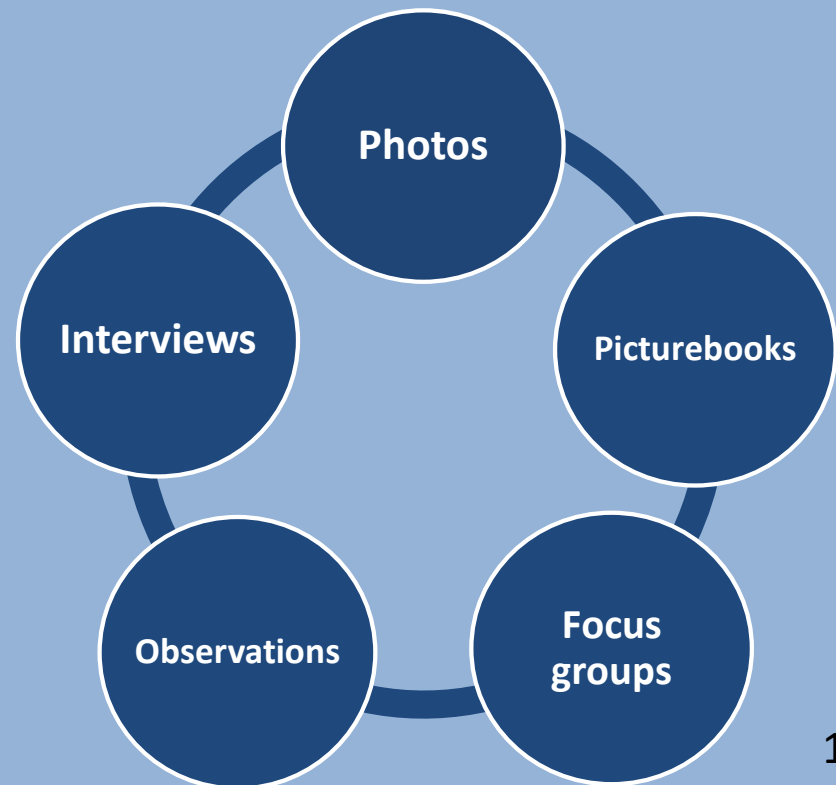
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Creative visual research

- Creative methods (Kara, 2015)
- Photography/visual (Banks, 2001)
- Picturebooks among migrant children (Arizpe, Colomer and Martínez-Roldán, 2014)
- Children's right to be consulted on anything that affects them (UNCRC) – thus involvement in research

'The artist is beautiful. I loved how it slowly dawned on me that this bizarre world was how any immigrant might see the new place they go - everything is different and scary and magical. The drawings are just so lovely, endlessly detailed and wonderfully strange. And the design of the book, with its wrinkled pages and stains and broken borders is marvellous. Bravo.'

- Brian Selznick

author of *The Invention of Hugo Cabret*

The reader's experience as he or she tries to make sense of the unfamiliar scenes and strange images, parallels that of the emigrant, striving to understand without the aid of language. This extraordinarily accomplished piece of storytelling can be read and understood on many different levels.

- The Guardian

Filled with both subtlety and grandeur, the book is a unique work that not only fulfils but also expands the potential of its form.

- Booklist

'Tan's illustrations are haunting and brilliantly paced. The story moves forward seamlessly, never stifling the reader's interpretation of what the tale is about.'

- The Age

'My eyes have been opened, all preconceived notions altered. I always understood the basics of immigration - the people and their bundles tossed onto a ship and deposited on new soil for a new lease on life. I'd heard of gruelling journeys and difficulty assimilating to new cultures. Never before, however, had I seen it so clearly.'

- The Arts in NYC

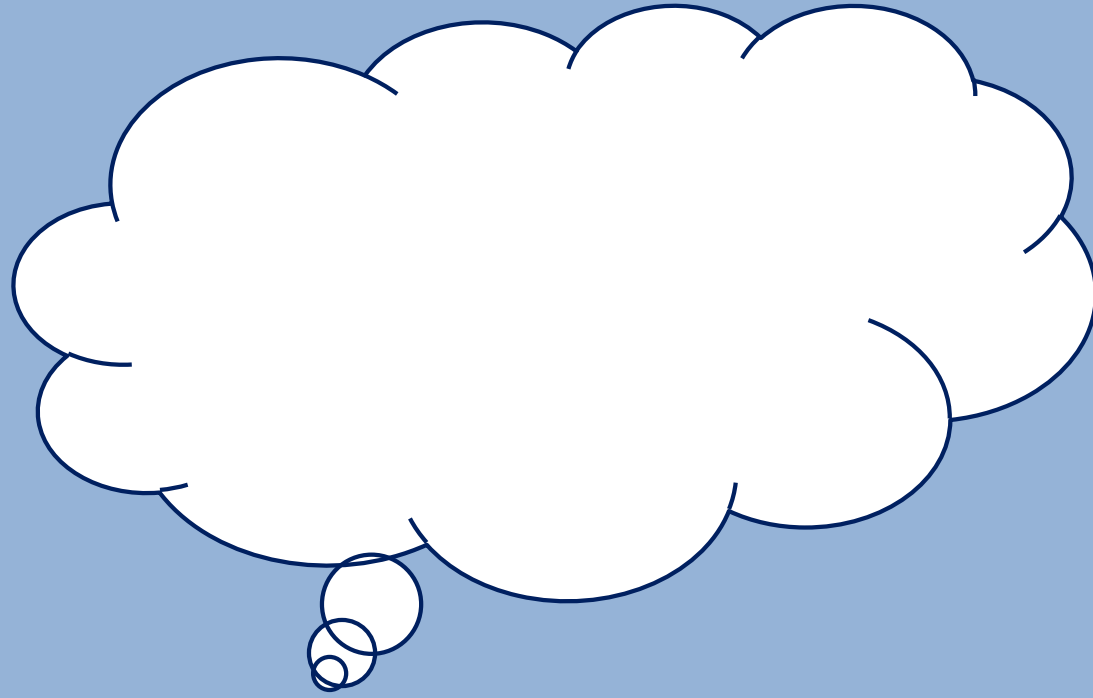
A remarkable and skilful work of art.

- The Sunday Times









Pupil views on inclusion: Access and participation

Inclusion = participation



Black-Hawkins, Florian and Rouse,
2007; Rouse, 2009

If participation requires access, then access requires...

- 1. Access to the physical school**
- 2. Access to the curriculum**
- 3. Access to the classroom culture**

If participation requires access, then access requires...

1. Access to the physical school
2. Access to the curriculum
3. Access to the classroom culture

2. Access to the curriculum

Migrant pupils as experts on their own lives (England)

Ahmed: Do you know there is some teachers are not from our countries but they teach, they found out some things about our country and they could, like, tell us

Interviewer: Do they do that?

Ahmed: yeah, like we're learning about Muslim people, me and Bilal and Sara and Widad...

Widad: yes, because we are learning about the Muslims and I know more [than the teacher]...and I also like to correct Miss when she's incorrect

2. Access to the curriculum

Migrant pupils as experts on their own lives (SA)

Teacher: I think it's nice for them, and I think for the first time, with this time that you've been spending with them, they might have thought, 'somebody's taking notice from where we are from' and we're giving that little bit of recognition that they're not from South Africa, 'you're welcome here, but we didn't forget where you're coming from'.

Using 'The Arrival' and other picturebooks that reflect their experiences.

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2. Access to the curriculum

Rethinking 'the group at the back' (England)

Interviewer: What about you, Sara, do you like to sit at the back or do you want to sit with the other children?

Sara: sometimes I like to front sometimes I want to the back, yeah

2. Access to the curriculum

Rethinking 'the group at the back' (SA)

No funding for Teaching Assistants, so pupils are 'integrated' out of necessity!

But pupil-researchers said they didn't want to be separated in other ways:

Interviewer: What can teachers do to help you feel welcome at school?

Barbara: they can just say your name in class when you are new... but me, I was scared just to say my name

Anna: My first day at my old school, you must come in you must say how old are you, where you live, and oh! I didn't want to

Interviewer: OK, so is it better if the teacher introduces you?

Anna: yes... and I think the teachers should just let us sit anywhere.

3. Access to the classroom culture

A different learning environment (England)

Interviewer: and the children, are they the same or different?

Sara: different... quietly only

Interviewer: quiet only in your home country, really?

Sara: yeah...waaa aaaaah aaaaah [doing an impression of the noisy pupils]

Interviewer: Do you like it noisy or quiet?

Sara: No, I like it quietly...no shouting out

Interviewer: teachers?

Sara: teachers, yeah, too noisy

3. Access to the classroom culture

A different learning environment (SA)

Interviewer: How did you feel when came here to school?

Anna: I felt bored... because I didn't like there were so many books, I thought there was going to be too much work

3. Access to the classroom culture

Pupils as collaborators and experts (UK)

Bilal: me and Ahmed and other people were playing with him [new boy in class] and we do action to, like, understand all this... He's funny as well. Last time when Widad said, 'Can I play with you?', he said, 'No', and [name of friend] said, 'If you let him he gonna be on', and I said, 'Yeah, yeah, yeah, go' and then everybody laughing, he just don't want to be on' [laughs]

3. Access to the classroom culture

Pupils as collaborators and experts (SA)

Interviewer: What can other children do to make us feel welcome?

Ramon: talk to us, become friends

Barbara: they can help you

Anna: or maybe if they speak another language, like your language, they can like help you and they can translate it into your language if they speak that language...

Interviewer: What should they stop doing?

Ramon: they should stop bullying

Interviewer: Other teachers or learners?

Ramon & Anna: learners

Anna: Or even some teachers

3. Access to the classroom culture

Pupils as collaborators and experts (SA)

Interviewer: Somebody told me, you can tell me if this is true, somebody told me that the children from Congo, they fight a lot. Is that true?

Ramon: A LOT

Anna: Yes. No, my friend, she is from Congo, she doesn't fight

Interviewer: Why do the Congo children fight so much?

Ramon: they are violent

Anna: maybe in Congo they fight so much so when they come to South Africa and then they start [fighting]

Ramon: ... they get that from their parents



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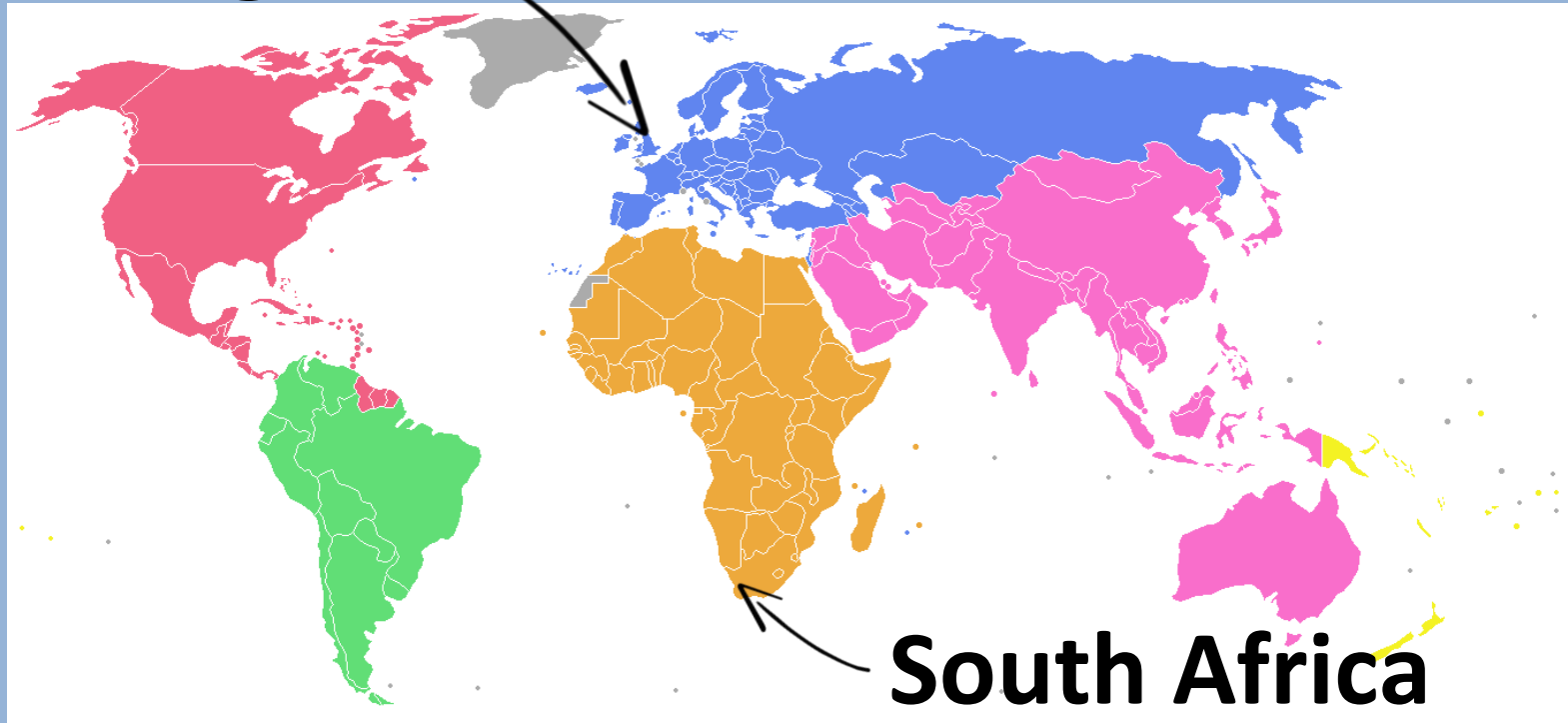
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See my article in The Conversation Africa



England



South Africa

Education in England and South Africa



- Post-war immigration
- Recent immigration from Middle East, northern Africa, East Asia
- Extremism and 'failed' multiculturalism

- *Indigenous/colonial ethno-racial diversity*
- *Post-apartheid migration from central and southern Africa*
- *Xenophobic attacks in the 'rainbow nation'*





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Every child is a national asset...



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1. I didn't talk with your friend

2. do not fight with your friend



3. Always be happy

4. Respect fathers and mothers

5. Never swear
I love you friend

6. Always be friends
Always help other with work

7. Always love your friends
speak for friends

8. Be happy with your friend
then to be helpful

9. Do not pushing

10. Do not swear

The teacher should put on movies when you do work. It will be nice to be nice to teachers.

I think teachers should let us sit Anywhere the first day.

Teachers should introduce you to other.

Questions for South African children

What games do you
have from Ibrahim?

How old are you

do you play football
like use

do you speak English?

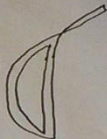
What food do you like.

Have you got some vehicle



What is it?

Do you like to

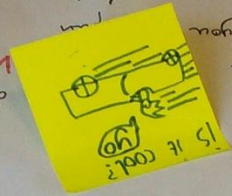


Have you ever seen a tiger

Do you like having snakes in Africa

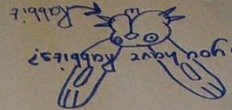
do you go to school?

Where is it like over there?



Do you like Africa?

Do you have rabbits?



What is your favourite thing?

Do you

Have you got some logs?



Questions for learner - researchers in England

- Do you like England?
- Would you want to come to South Africa?
- What game do you like?
- How old are you?
- How is your friend?
- Do you love your school / very much?
- Will you come and see us to Africa?
- What food do you like?
- ~~How old are you?~~ Do you have any games?
- Do you have a sister?
- How is the school?
- Are you happy at school?
- What story do you like to read?
- What is your favourite movie?
- Do you have a dog?
- Analyse be happy friend. Love you friends

